



# Lancaster Royal Grammar School

## SEND Information Report

November 2025

SENDCo – Laura Nelson

### The kinds of SEND we provided for:

Lancaster Royal Grammar School (LRGS) is a mainstream, selective secondary school. We provide reasonable adjustments and support for students across the four areas of Special Educational Needs and Disabilities (SEND):

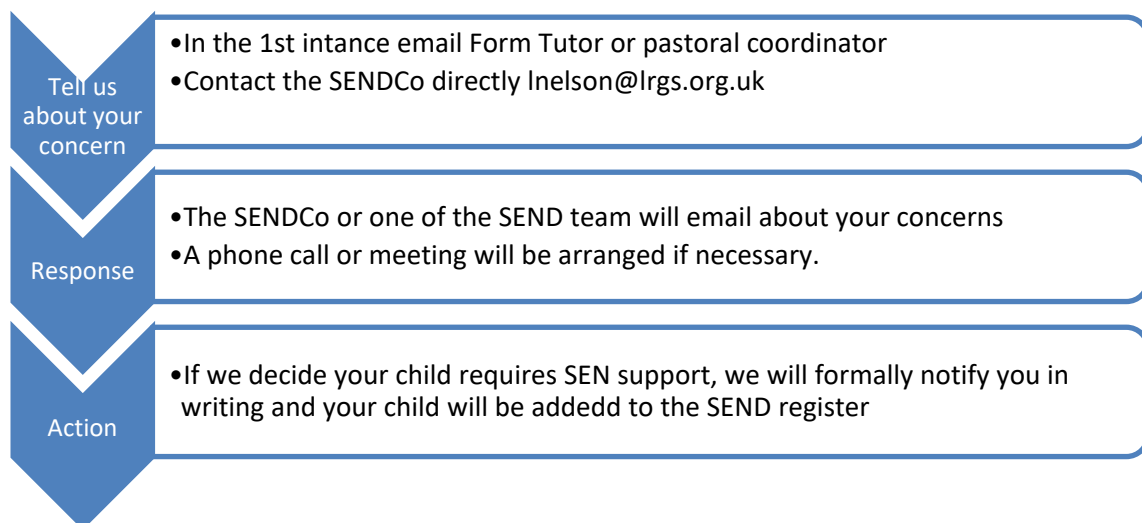
- **Communication and Interaction:** Support for students with speech, language, and communication needs, autism spectrum condition (ASC), selective mutism and social communication difficulties
- **Cognition and Learning:** Assistance for those with specific learning difficulties, such as dyslexia and dyspraxia and moderate learning difficulties.
- **Social, Emotional and Mental Health:** Support for students facing emotional or social challenges. Support for those with Attention Deficit Hyperactive Disorder (ADHD)
- **Sensory and/or Physical Needs:** Provision for students with sensory impairments or physical disabilities. Such as, visual impairment, hearing impairment and physical disability.

To apply for a place a LRGS, parents must complete a separate application form in addition to the one submitted to the Local Authority. Admission is determined by performance in the 11+ entrance examinations. For students requiring additional support, reasonable adjustments can be made to ensure fair access to the assessment papers. To facilitate this, the school will request appropriate supporting documentation in advance, in line with the access arrangements applied at LRGS and guided by the Joint Council for Qualifications (JCQ).

For students with Special Educational Needs and Disabilities (SEND), successful admission is followed by tailored support to ensure a smooth transition into school life. Pupils with an Education, Health and Care Plan (EHCP) will undergo a formal consultation process involving both the Local Authority and the school.

Further details regarding admissions can be found on the <https://www.lrgs.org.uk/admissions>.

### What should I do if I think my child/young person has special educational needs?



### How will school know if my child needs support?

**CAT (Cognitive Abilities Test) assessments.** These help us understand how they learn best and identify any areas where they might need extra support early on.

**Teachers, pastoral staff and learning support staff** keep a close eye on each child's progress—not just academically, but socially and emotionally too. Staff use the internal SEND referral system to identify need in a timely manner. The SENDCo will then investigate further.

Should the identified needs require specialist input external to the school's resources and capabilities, a referral will be made to these services where appropriate.

### What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

An **Individual Education Plan (IEP)** is developed for pupils who have been identified as needing additional support. This document includes:

- **Classroom recommendations** for teaching staff
- The **pupil's voice**, capturing their views and experiences
- **Individual targets** tailored to pupils needs.

The IEP is reviewed **termly** and shared with parents to ensure transparency and collaboration.

Regular **interventions** and **planned support meetings** help pupils understand their progress and foster meaningful conversations about the types of differentiation that would benefit them.

For pupils with an **Education, Health and Care Plan (EHCP)**, their support is aligned with the outcomes outlined in their plan. We hold **weekly meetings** with EHCP students to gather their thoughts and feelings, and to set **small, achievable goals** that contribute to their half-termly reviews.

### How does the school work with parents and carers of children with special educational needs or disabilities to support their education?

Plans:

Provide termly reports on the IEPs and half termly for EHCPs

SEN Register:

Inform via email if your child has been put on the SEN register and the reason why.

Communication:

Communication through emails, phone and meetings to discuss support

**How will the curriculum be matched to my child/young person's needs?**

As a selective, academic, secondary school most students thrive through high-quality teaching in the classroom. Sometimes, a few pupils need extra help beyond what teachers and learning support assistants can offer during lessons. We use key data like CAT scores, reading progress, and school grades to identify those who may benefit from additional support.

The SEND department delivers targeted interventions based on individual pupil needs. These interventions are tracked and monitored using the school's provision mapping software to ensure effectiveness and progress. Learning Support Assistants will provide support to pupils on a one-to-one basis, in small groups, or within the whole class setting, depending on the identified needs of the pupils

The English department offer English and reading interventions in Years 7 to 9. Teachers are trained to support students with special educational needs (SEN), and we regularly review pupil progress and update their support plans.

Form teachers play an important role in spotting any issues early and building strong pastoral relationships. Subject teachers and heads of department also help tailor learning to meet individual needs. Our SEN team works closely with families to ensure pupils get the right support, and the SENDCo helps coordinate everything between teaching staff and SEN provision.

**How accessible is the school environment?**

The school is spread out over a large, hilly, geographical area. Not all areas have wheelchair access. Not all buildings have lift access. Lighting has recently been improved across the whole school site to improve the visual environment. There are accessible toilets in some of the buildings but no dedicated disabled changing facilities. There are some disabled parking bays to the front of the school by the main reception area. Where possible, handrails have been fitted to stairs to improve accessibility and safety.

Input from specialist occupational therapists is sought where required to highlight areas for improvement within the school site and the teaching environments. Adapted chairs are provided in science laboratories where necessary. Slanted writing frames are available for pupils that require one. Specific text font is available

to support reading difficulty and access to electronic reader pens are available when required. Some portable word processors are available for use in the classroom, in addition to word processors available for exams and assessments. Parents of pupils with specific needs are consulted to ensure the correct equipment is available to support access to learning across the school site and whole curriculum.

**How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

**How is the decision made about the type and quantity of support my child/young person receives?**

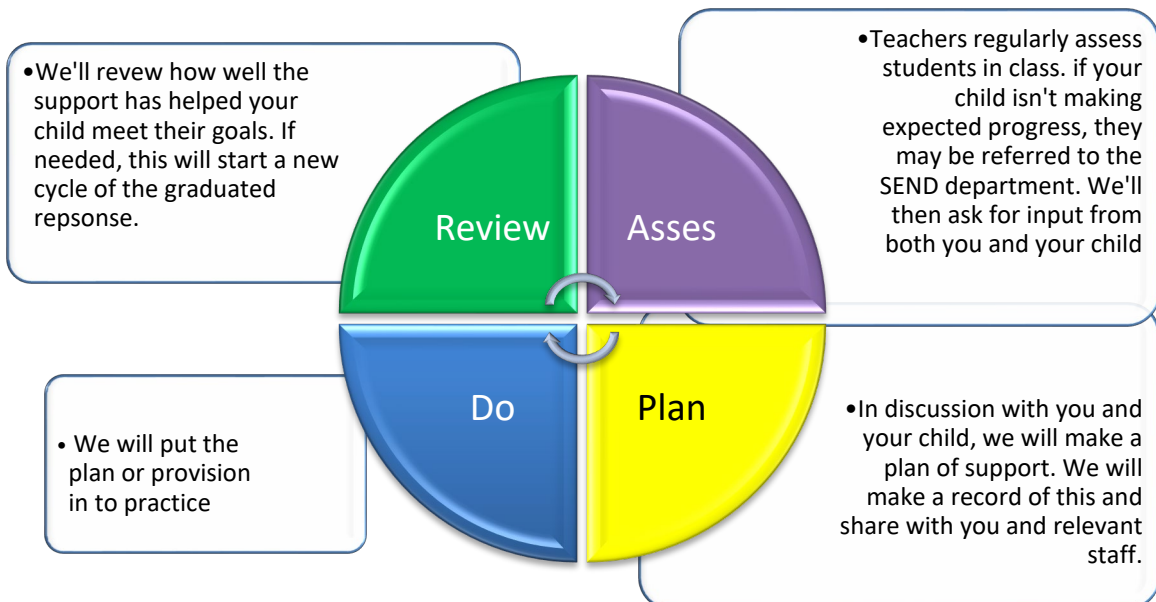
We give resources and support based on identified need. If a child can't access learning with what's already in place, we look at what else might help—this includes:

- Equipment
- staff support
- Staff training
- External specialist expertise

Support is organised by our Learning Support Manager.

**How will the school measure my child's progress?**

As a school we will follow the 'graduated response' when meeting your child's needs.



**What training have the staff supporting children/young people with SEND had or may they have?**

**What specialist services or expertise are available at or accessed by the school?**

Our school is committed to supporting pupils with SEN through regular staff training. This includes learning how to help children with Autism, PDA, dyslexia, ADHD, and mental health needs. Training is provided both within school and through external specialists when needed.

We work closely with previous schools to make sure transitions are smooth and pupils' needs are understood. Our team includes staff with expertise in Autism and dyslexia, and we also bring in outside professionals to support pupils with specific needs.

Special advisory teachers and our link EP provide expertise and advice on areas of need.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

#### **Transition Support**

Preparing for a new school year starts early. We have strong links with our feeder primary schools, and transition planning begins as soon as school places are confirmed—often from 1st March for a September start. SEN pupils benefit from additional transition meetings beyond the standard sessions offered to all Year 6 pupils. These meetings help pupils, families, and primary schools feel confident and supported.

Our Year 7 transition team gathers key information from primary schools, which is then passed to our SENDCo to ensure each pupil's needs are met. Learning Support staff are present during transition visits to help build strong relationships with pupils and families from the start.

#### **Looking Ahead: Sixth Form and Beyond**

As pupils move through school, we continue to support their transitions—whether that's into the next year group, key stage, our sixth form or onto college, apprenticeships, or other post-18 pathways. We work closely with families and external providers to ensure that pupils with SEN have a clear, confident plan for their next steps. This includes tailored careers advice, transition meetings, and support with applications and interviews.

### **How will my child/young person be included in activities outside the classroom, including school trips?**

The school has an extensive range of extracurricular activities both after school and during the school day that are available to all our pupils.

- Pupils with SEN are encouraged and supported to take part in these activities.
- Support ensures SEN pupils can actively participate in these opportunities.
- For trips and activities outside the classroom, a full risk assessment is done to identify any extra support needed.
- Parents are consulted about reasonable adjustments for their child.
- Feedback is gathered from both parents and pupils to ensure all needs are considered.

### **What support will there be for my child/young person's overall well-being?**

At LRGS, we are committed to ensuring that pupils with SEN receive the care, support, and opportunities they need to thrive. Here's how we support them across different areas:

#### **Medical Support**

- We have an on-site nurse who provides access to specialist medical care.
- Individual medical care plans are created in collaboration with parents and pupils for those with specific medical conditions.
- These plans are shared with relevant teaching and support staff to ensure consistent care.
- Trained medical staff can administer medication and personal care from our medical centre.

#### **Mental Health & ASD Support**

- Specialist ASD teaching is available to help develop tailored strategies for pupils.
- A range of mental health support is offered, from low-level interventions to expert care.
- We work closely with CAMHS and other external services to make referrals when needed.

#### **Pastoral Support & Attendance**

- Pastoral staff are trained to support pupils experiencing Emotional Based School Avoidance.
- We use the 'Attend' framework to guide the support we offer.
- Differentiated timetables and flexible learning spaces help pupils maintain school attendance.
- We have links with alternative provisions for short-term placements that support a return to full-time education.

#### **Inclusion & Participation**

- SEN pupils are fully included in all aspects of school life.
- They are encouraged to take on roles of responsibility and participate in pupil voice activities.
- We ensure there are no barriers to opportunities for any pupil.
- We run break and lunch time support

#### **Bullying Prevention**

- All bullying incidents are taken seriously and logged.
- These logs are regularly reviewed to identify patterns, including any incidents involving SEN pupils.

**How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

#### **Academic Tracking Systems:**

- ALPS and SISRA are used to monitor academic progress across different pupil groups.

#### **Provision Review:**

- Educational provision is adjusted as needed.
- Provision Map Software and Internal review system evaluate effectiveness.
- Reviews take place after a block of intervention, termly for IEP's and half termly for EHCP plans.

#### **Pastoral Oversight:**

- SEND pupils are regularly discussed in pastoral case review meetings to ensure their needs are met holistically.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

If a pupil has a concern about their special educational need, they should in the first instance discuss this with their form tutor. Their form tutor will seek support from the SEN department either via the key worker for the year group or from the SENDCo who will be able to offer some support. SEN staff work directly with pupils and will try to resolve any concerns directly with the pupil in school, using this communication as a method of assess the support received as part of the graduated response to SEN support. Outcomes will be shared with parents where appropriate.

Parents are encouraged to contact the key worker for the pupil's year group to discuss any concerns. Contact with the SENDCo is welcomed should that be necessary. A range of communication methods are in place, including direct email to staff, telephone support, online meetings and face to face conversations where necessary.

A link to the formal complaints policy can be found here

[Pastoral: policies: concerns complaints policy for academies v1.2 Oct-11](#)

**Where can I find the contact details of support services for the parents of children/young people with SEND? Where can I find information on where the local authority's local offer is published?**

Lancashire SEND Information, Advice and Support Service <https://lancsendias.org.uk/>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>